



BROWARD COMMUNITY COLLEGE COURSE OUTLINE

LAST REVIEW: 2008-2009

(i.e. 2003-2004)

NEXT REVIEW: 2013-2014

(i.e. 2008-2009)

STATUS: A

(A, I, D)

COURSE TITLE: CMS Criminal Justice Defensive Tactics

COMMON COURSE NUMBER: CJK 0051

CREDIT HOURS:

CONTACT HOUR BREAKDOWN

(per 16 week term)

CLOCK HOURS: 80

(Voc. Course ONLY)

Lecture: **2** Lab: **78**

Clinic:

Other:

PREREQUISITE(S):

COREQUISITE(S):

PRE/COREQUISITE(S):

COURSE DESCRIPTION *(750 characters, maximum):*

This course is designed to provide the student defensive skills appropriate for the threat level, within Florida law. Demonstration of proficiency is required.

UNIT TITLES

- 1. Overview of Defensive Tactics Program**
- 2. Use of Force**
- 3. Defensive Tactics Techniques**
- 4. Chemical Agents**
- 5. Dart-Firing Stun Gun**



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EVALUATION:

Please provide a brief description (250 characters maximum) that details how students will be evaluated on the course outcomes.

1. In-class exercises
2. Individual presentations
3. Group presentations
4. Written Examinations

**** Complete the following only if course is seeking general education status ****

GENERAL EDUCATION Competencies and Skills *:

Please highlight in green font all Competencies/Skills from the list below that apply to this course. In the box to the right of the Competency/Skill, enter all specific learning outcome numbers (i.e. 1.1, 2.7, 5.12) that apply.

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 1. Read with critical comprehension | |
| 2. Speak and listen effectively | |
| 3. Write clearly and coherently | |
| 4. Think creatively, logically, critically, and reflectively (analyze, synthesize, apply, and evaluate) | |
| 5. Demonstrate and apply literacy in its various forms: (highlight in green ALL that apply) (1. technological, 2. informational, 3. mathematical, 4. scientific, 5. cultural, 6. historical, 7. aesthetic and/or 8. environmental) | |
| 6. Apply problem solving techniques to real-world experiences | |
| 7. Apply methods of scientific inquiry | |
| 8. Demonstrate an understanding of the physical and biological environment and how it is impacted by human beings | |
| 9. Demonstrate an understanding of and appreciation for human diversities and commonalities | |
| 10. Collaborate with others to achieve common goals. | |
| 11. Research, synthesize and produce original work | |
| 12. Practice ethical behavior | |
| 13. Demonstrate self-direction and self motivation | |
| 14. Assume responsibility for and understand the impact of personal behaviors on self and society | |
| 15. Contribute to the welfare of the community | |

* General Education Competencies and Skills endorsed by '05-'06 General Education Task Force



Common Course Number: CJK 0051

UNITS

Unit 1 Overview of Defensive Tactics Program

General Outcome:

- 1.0 The student shall:** understand the structure and goals of the defensive tactics training program and be prepared to participate in the defensive tactics training program and demonstrate stretching exercises.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 1.1** Define *defensive tactics*.
- 1.2** Apply strategies for optimal physical performance during a defensive tactics be prepared to participate in the defensive tactics training program and demonstrate stretching exercises.



BROWARD COMMUNITY COLLEGE

COURSE OUTLINE

Common Course Number: CJK 0051

Unit 2 Use of Force

General Outcome:

- 2.0 The student shall:** understand the use of reasonable and necessary force when taking a suspect into custody or defending self or others and the effects of survival stress on the body and mind and how to control its effects,

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 2.1 Identify the legal sources that address use of force issues.
- 2.2 Apply the legal authority for an officer's response to a subject's resistance.
- 2.3 Identify elements of the Florida Statutes as related to the use of force by criminal justice officers.
- 2.4 Explain that subject resistance and officer response may change rapidly.
- 2.5 Explain the concept of objective reasonableness.
- 2.6 Explain escalation, de-escalation, and disengagement.
- 2.7 Explain how the injury potential to an officer may affect his response.
- 2.8 Define *active resistance*.
- 2.9 Define *aggressive resistance*.
- 2.10 Define *deadly force resistance*.
- 2.11 Define *physical control*.
- 2.12 Define *nonlethal weapon*.
- 2.13 Define *deadly force*.
- 2.14 Identify the essential criteria to determine the justification of the use of deadly force.
- 2.15 Identify the subject's ability, opportunity, and intent as it relates to the officer's response to resistance.
- 2.16 Identify various situational factors that may influence the use of force.
- 2.17 Apply reasonable and necessary force to given situations.
- 2.18 Explain how survival stress affects a physical confrontation between a subject and an officer.
- 2.19 Describe the physiological changes that occur while experiencing survival stress.
- 2.20 Describe the motor performance changes that occur while experiencing survival stress.
- 2.21 Describe the visual changes that occur while experiencing survival stress.
- 2.22 Describe the cognitive function changes that occur while experiencing survival stress.
- 2.23 Identify survival readiness skills for an officer.
- 2.24 Explain the effects of critical incident stress on memory functions.
- 2.25 State methods of controlling the effects of survival stress.



Common Course Number: CJK 0051

Unit 3 Defensive Tactics Techniques

General Outcome:

The student shall: understand the fundamental principles that are used in defensive tactics techniques, the process of assessing a threat and demonstrate appropriate responses. The student should also understand the concept of pain compliance and its use in controlling resistant subjects, and demonstrate basic techniques

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 3.1 Identify the necessity of conducting a threat assessment.
- 3.2 Identify verbal and nonverbal cues in assessing threats.
- 3.3 Demonstrate the interview stance.
- 3.4 Demonstrate the offensive ready stance.
- 3.5 Identify relative positioning.
- 3.6 Demonstrate the slide step approach.
- 3.7 Demonstrate how to maintain a minimum reactionary gap.
- 3.8 Demonstrate hand clearing techniques.
- 3.9 Define *reaction time principle*.
- 3.10 Demonstrate evasion techniques.
- 3.11 Demonstrate redirection techniques.
- 3.12 Demonstrate applicable verbal direction.
- 3.13 Demonstrate pressure point techniques.
- 3.14 Demonstrate escort and transporter techniques.
- 3.15 Demonstrate using restraint devices.
- 3.16 Demonstrate conducting physical frisks and searches.
- 3.17 Demonstrate blocking techniques.
- 3.18 Identify target areas for empty-hand strikes.
- 3.19 Demonstrate striking techniques.
- 3.20 Demonstrate distraction techniques.
- 3.21 Demonstrate takedown techniques
- 3.22 Demonstrate upright grappling body hold techniques.
- 3.23 Demonstrate falling techniques.
- 3.24 Demonstrate ground escape techniques.
- 3.25 Demonstrate ground control techniques.
- 3.26 Identify target areas for impact weapon strikes.
- 3.27 Demonstrate impact weapon techniques.
- 3.28 Demonstrate weapon retention techniques.
- 3.29 Demonstrate handgun disarming techniques.
- 3.30 Demonstrate defense against edged weapons techniques.
- 3.31 Demonstrate the simulation of deadly force techniques.



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Unit 4 Chemical Agents

General Outcome:

- 4.0 The student shall:** be familiar with the effects of a chemical agent through contamination and decontamination procedures.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 4.1** Identify the types of chemical agents used by criminal justice officers.
- 4.2** Identify the active ingredient in oleo capsicum.
- 4.3** Identify the use of the Scoville Heat Unit (SHU) in measuring the burning effect of chemical agents.
- 4.4** Identify the physical effects of a chemical agent on a subject.
- 4.5** Describe the correct responses to a subject's prolonged or severe reactions to chemical agent contamination.
- 4.6** Identify decontamination procedures for contamination to a chemical agent.
- 4.7** Prepare for chemical agent contamination.
- 4.8** Demonstrate the use of defensive tactics techniques while experiencing the effects of contamination to a chemical agent.
- 4.9** Demonstrate decontamination procedures.



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Unit 5 Dart-Firing Stun Gun

General Outcome:

5.0 The student shall: be able to safely operate and maintain a dart-firing stun gun and document its use.

Specific Measurable Learning Outcomes:

Upon successful completion of this unit, the student shall be able to:

- 5.1** Identify CJSTC required basic training or equivalency requirements concerning dart firing stun gun use.
- 5.2** Identify CJSTC required annual training for dart-firing stun gun use.
- 5.3** Identify statutorily authorized (F.S.S. 943.1717) use of a dart-firing stun gun.
- 5.4** Identify lawful possession and use of a dart-firing stun gun by a civilian.
- 5.5** Identify a brief history of dart-firing stun gun.
- 5.6** Identify the basic nomenclature of a dart-firing stun gun.
- 5.7** Identify that a dart-firing stun gun is intended to prevent injury to the subject involved and other persons present.
- 5.8** Identify the possible effects that a dart-firing stun gun has on the human body.
- 5.9** Identify how an officer legally justifies use of a dart-firing stun gun.
- 5.10** Identify the need to use proper verbal skills to de-escalate a situation and avoid the
- 5.11** Identify why not every subject displaying an active physical resistance will necessitate the use of a dart-firing stun gun.
- 5.12** Identify that the use of the dart-firing stun gun shall not be done in a punitive manner.
- 5.13** Identify why use of a dart-firing stun gun in a punitive manner is prohibited.
- 5.14** Identify that a dart-firing stun gun is not a substitute for a firearm.
- 5.15** Identify primary and alternative sites on the body to target with a dart-firing stun gun.
- 5.16** Identify why to target primary and alternative sites on a subject's body.
- 5.17** Identify areas to avoid targeting with a dart-firing stun gun.
- 5.18** Identify why to avoid targeting certain areas of a subject's body with a dart-firing stun gun.
- 5.19** Identify environmental conditions to consider prior to using a dart-firing stun gun.
- 5.20** Demonstrate how to discharge a dart-firing stun gun.
- 5.21** Identify tactical options available while participating in dart-firing stun gun simulation scenarios.
- 5.22** Articulate tactical options used while participating in dart-firing stun gun simulation scenario exercises.